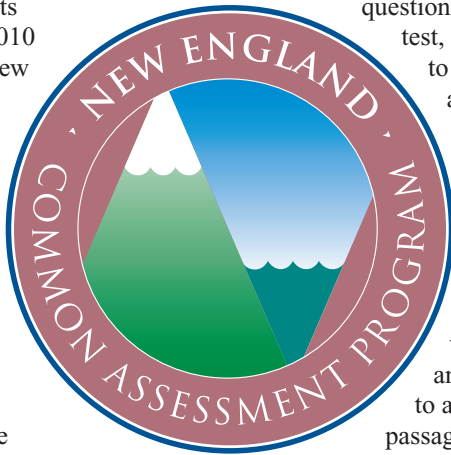


About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2009-2010

School Results

School: C K Burns School

District: RSU 23

Code: 3168-1375



Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2009-2010

Grade Level Summary Report

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				211	31	15	109	52	56	27	15	7	544	320	13	53	27	7	544	13,460	15	55	21	8	545
MATH				212	25	12	101	48	41	19	45	21	542	321	11	50	18	21	542	13,524	15	45	20	19	543
WRITING				211	16	8	54	26	117	55	24	11	538	320	7	26	57	9	538	13,435	8	35	47	10	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2009-2010

Reading Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

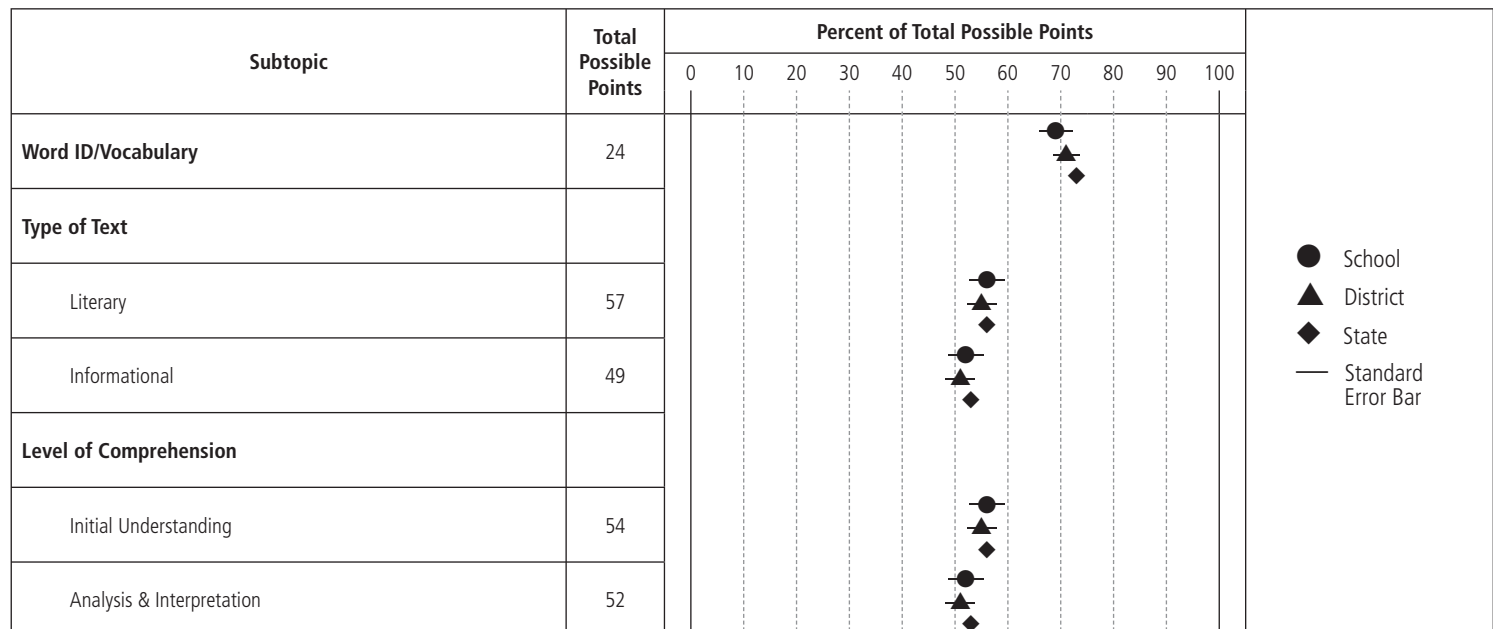
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				203 211	25 31	12 15	129 109	64 52	42 56	21 27	7 15	3 7	546 544
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				291 320	42 41	14 13	175 171	60 53	58 85	20 27	16 23	5 7	546 544
STATE 2008-09 2009-10 2010-11 Cumulative Total				13,641 13,460	2,058 2,072	15 15	7,796 7,399	57 55	2,776 2,860	20 21	1,011 1,129	7 8	546 545





Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2009-2010

Disaggregated Reading Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				211	31	15	109	52	56	27	15	7	544	320	13	53	27	7	544	13,460	15	55	21	8	545
Gender																									
Male				111	9	8	58	52	34	31	10	9	542	165	7	53	32	8	542	6,873	11	55	24	11	543
Female				100	22	22	51	51	22	22	5	5	547	155	19	54	21	6	546	6,587	20	55	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										4						171	14	51	25	10	544
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						132	12	54	23	11	544
Asian				7										7						165	18	48	21	13	545
Black or African American				8										9						377	7	40	27	26	538
Native Hawaiian or Pacific Islander				0										1						16	13	75	6	6	545
White				192	30	16	100	52	50	26	12	6	545	299	13	54	26	6	545	12,494	16	56	21	8	545
Two or more races				0										0						105	17	50	22	10	544
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				7										7						359	5	37	29	29	537
Former LEP student - monitoring year 1				0										0						17	29	65	6	0	551
Former LEP student - monitoring year 2				0										0						7					
All Other Students				204	31	15	104	51	54	26	15	7	544	313	13	53	27	7	544	13,077	16	55	21	8	545
IEP																									
Students with an IEP				41	2	5	10	24	17	41	12	29	536	55	4	24	42	31	535	2,240	2	28	38	33	534
All Other Students				170	29	17	99	58	39	23	3	2	547	265	15	60	23	2	546	11,220	18	60	18	4	547
SES																									
Economically Disadvantaged Students				67	5	7	28	42	26	39	8	12	541	105	8	44	38	10	541	6,053	8	51	28	13	542
All Other Students				144	26	18	81	56	30	21	7	5	546	215	15	58	21	6	546	7,407	21	58	16	4	548
Migrant																									
Migrant Students				0										0						3					
All Other Students				211	31	15	109	52	56	27	15	7	544	320	13	53	27	7	544	13,457	15	55	21	8	545
Title I																									
Students Receiving Title I Services				0										11	0	36	36	27	538	2,208	3	44	39	14	539
All Other Students				211	31	15	109	52	56	27	15	7	544	309	13	54	26	6	545	11,252	18	57	18	7	546
504 Plan																									
Students with a 504 Plan				1										1						239	10	59	23	8	544
All Other Students				210	31	15	108	51	56	27	15	7	544	319	13	53	27	7	544	13,221	15	55	21	8	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2009-2010

Mathematics Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

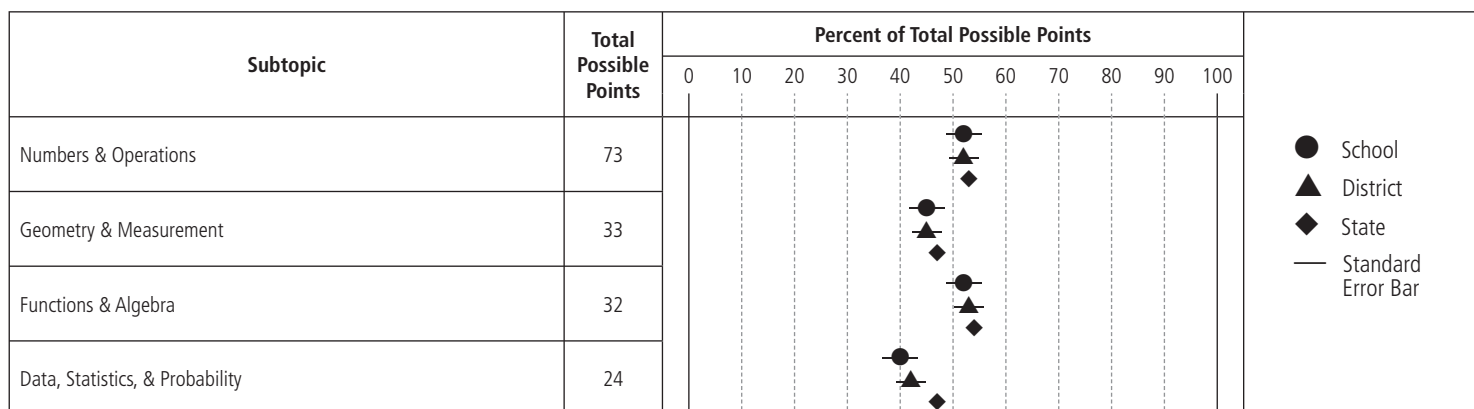
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				205 212	26 25	13 12	88 101	43 48	52 41	25 19	39 45	19 21	542 542
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				293 321	32 36	11 11	126 160	43 50	72 58	25 18	63 67	22 21	541 542
STATE 2008-09 2009-10 2010-11 Cumulative Total				13,675 13,524	2,399 2,093	18 15	6,271 6,150	46 45	2,461 2,667	18 20	2,544 2,614	19 19	543 543





Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2009-2010

Disaggregated Mathematics Results

School: C K Burns School
District: RSU 23
State: Maine
Code: 3168-1375

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				212	25	12	101	48	41	19	45	21	542	321	11	50	18	21	542	13,524	15	45	20	19	543
Gender																									
Male				111	11	10	55	50	21	19	24	22	541	165	9	52	17	22	542	6,910	16	45	20	19	543
Female				101	14	14	46	46	20	20	21	21	542	156	13	48	19	19	543	6,614	15	46	20	20	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										4						174	6	42	26	26	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						133	18	43	18	21	542
Asian				8										8						174	21	39	17	24	543
Black or African American				8										9						407	4	28	21	47	533
Native Hawaiian or Pacific Islander				0										1						16	19	38	25	19	542
White				192	24	13	95	49	34	18	39	20	542	299	12	51	17	20	543	12,514	16	46	20	18	543
Two or more races				0										0						106	14	40	21	25	541
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				8										8						415	5	26	22	47	532
Former LEP student - monitoring year 1				0										0						17	35	53	12	0	550
Former LEP student - monitoring year 2				0										0						7					
All Other Students				204	25	12	95	47	40	20	44	22	542	313	12	49	18	21	542	13,085	16	46	20	18	543
IEP																									
Students with an IEP				41	1	2	9	22	10	24	21	51	531	55	2	22	24	53	532	2,249	3	23	26	48	534
All Other Students				171	24	14	92	54	31	18	24	14	544	266	13	56	17	14	544	11,275	18	50	19	14	545
SES																									
Economically Disadvantaged Students				67	3	4	22	33	22	33	20	30	538	105	5	37	30	28	539	6,105	8	39	25	28	539
All Other Students				145	22	15	79	54	19	13	25	17	544	216	14	56	12	18	544	7,419	22	51	15	12	546
Migrant																									
Migrant Students				0										0						3					
All Other Students				212	25	12	101	48	41	19	45	21	542	321	11	50	18	21	542	13,521	15	45	20	19	543
Title I																									
Students Receiving Title I Services				0										11	0	36	18	45	538	2,226	3	30	30	37	536
All Other Students				212	25	12	101	48	41	19	45	21	542	310	12	50	18	20	542	11,298	18	49	18	16	544
504 Plan																									
Students with a 504 Plan				1										1						239	15	43	23	19	543
All Other Students				211	25	12	101	48	40	19	45	21	542	320	11	50	18	21	542	13,285	15	46	20	19	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2009-2010

Writing Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

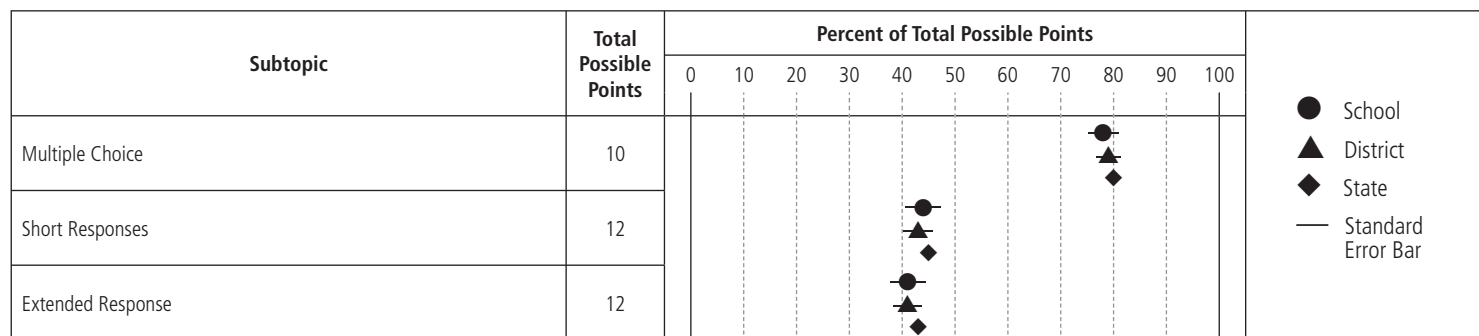
Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				211	16	8	54	26	117	55	24	11	538
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				320	23	7	84	26	183	57	30	9	538
STATE 2008-09 2009-10 2010-11 Cumulative Total				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539





Fall 2010 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2009-2010

Disaggregated Writing Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				211	16	8	54	26	117	55	24	11	538	320	7	26	57	9	538	13,435	8	35	47	10	539
Gender																									
Male				111	2	2	21	19	71	64	17	15	535	165	2	18	67	13	535	6,855	4	27	54	14	537
Female				100	14	14	33	33	46	46	7	7	541	155	13	35	47	5	541	6,580	13	42	39	6	542
Not Reported				0									0							0					
Race/Ethnicity																									
Hispanic or Latino				4									4							169	4	36	48	12	538
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									0							132	8	35	45	11	539
Asian				7									7							166	12	34	41	13	540
Black or African American				8									9							378	4	24	46	26	534
Native Hawaiian or Pacific Islander				0									1							16	13	38	44	6	541
White				192	16	8	50	26	105	55	21	11	538	299	7	27	57	9	538	12,469	9	35	47	9	540
Two or more races				0									0							105	8	23	53	16	537
No Race/Ethnicity Reported				0									0							0					
LEP Status																									
Current LEP student				7									7							359	3	23	45	29	533
Former LEP student - monitoring year 1				0									0							17	12	41	47	0	544
Former LEP student - monitoring year 2				0									0							7					
All Other Students				204	16	8	53	26	111	54	24	12	538	313	7	27	57	10	538	13,052	9	35	47	10	540
IEP																									
Students with an IEP				41	1	2	5	12	21	51	14	34	531	55	2	11	60	27	532	2,232	<1	9	57	34	530
All Other Students				170	15	9	49	29	96	56	10	6	540	265	8	29	57	6	539	11,203	10	40	45	5	541
SES																									
Economically Disadvantaged Students				67	4	6	13	19	38	57	12	18	535	105	6	19	61	14	535	6,037	4	27	54	16	536
All Other Students				144	12	8	41	28	79	55	12	8	539	215	8	30	55	7	539	7,398	12	40	41	6	542
Migrant																									
Migrant Students				0									0							3					
All Other Students				211	16	8	54	26	117	55	24	11	538	320	7	26	57	9	538	13,432	8	35	47	10	539
Title I																									
Students Receiving Title I Services				0									11	9	0	64	27	533	2,201	2	22	61	16	535	
All Other Students				211	16	8	54	26	117	55	24	11	538	309	7	27	57	9	538	11,234	10	37	44	9	540
504 Plan																									
Students with a 504 Plan				1									1							239	4	26	60	10	537
All Other Students				210	16	8	54	26	116	55	24	11	538	319	7	26	57	9	538	13,196	9	35	47	10	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.